DOCUMENT RESUME

ED 296 814 RC 016 590

AUTHOR Rasmussen, Linda
TITLE Migrant Students at the Secondary Level: Issues and Opportunities for Change. ERIC Digest.
INSTITUTION ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO EDO-RC-88-10
PUB DATE Mar 88
CONTRACT 400-86-0024
NOTE 12p.; For a related document, see ED 270 242. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
PUB TYPE Viewpoints (120) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Persistence; Access to Education; Change Strategies; *Dropout Prevention; Dropouts; *Educational Change; Educational Needs; Educational Strategies; Family School Relationship; *Migrant Adult Education; Migrant Problems; Migrant Programs; Migrant Youth; *School Holding Power; Secondary Education; *Secondary School Students; Student Attrition; Student Mobility; *Student Needs; Student Problems; Student School Relationship; Teacher Student Relationship; Withdrawal (Education)
IDENTIFIERS ERIC Digests

ABSTRACT

Children of migrant farmworkers are among the segments of the population most difficult to educate. Data from 1974 indicates the average migrant student had a 40% chance of reaching ninth grade, an 11% chance of reaching 12th grade, and a less than 10% chance of graduating from high school. Factors correlated with students quitting school are failure in classes, dislike of school, having few credits, little involvement in extracurricular activities, poor grades, extensive migration, limited English fluency, and lack of self-assurance and family support. Needs of migrant secondary school students are affective (supportive, positive atmosphere); cognitive (remedial assistance, study skills development, time management, academic and vocational guidance); and technical (appropriate age/grade placement, credit acceptance, knowledge of graduation requirements). Direct services that secondary schools can offer to assist migrant students include academic assistance (counseling, credit accrual, tutoring, extended day/week/year programs, and special summer programs); career awareness (work experience programs and vocational education); alternative support programs (cooperative projects with community organizations and businesses and high school equivalency programs); and post-secondary programs (College Assistance Migrant Program, College Bound, and Mini-Corps). Suggested regional, state, and national efforts include staff development, model programs, advocacy, information dissemination, and expanded use of existing programs/organizations. (NEC)

ERIC DIGEST

MIGRANT EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EDO-RC-88-10

ED296814
RC 016 590

MIGRANT STUDENTS AT THE SECONDARY LEVEL: ISSUES AND OPPORTUNITIES FOR CHANGE

Children of migrant farmworkers are among the segments of the population most difficult to educate. In addition to culture and language differences, migrant students encounter special problems due to frequent moving, lack of continuity in schooling, and obligations to contribute financially at an early age. Their dropout rate is alarming: when educators first began to address the problem of migrant education they found virtually no migrant students enrolled at the secondary level. In recent years, however, the Migrant Education Program has been working with high schools to improve their ability to reach migrant secondary students. Migrant education has helped the public education system to serve more migrant students than ever before; the next step must be to help serve these students more successfully.

How did Migrant Education begin?

In 1966, various advocacy leagues successfully enacted an amendment to Title I to include special provisions for Migrant Education. These provisions include comparable access, parent involvement, interstate coordination, and supplementary services such as tutoring. Even with such a program in place, reaching migrant secondary students has remained a problem.

Why are there so few migrant secondary students?

Measuring exact dropout rates for migrant students is a difficult arrangement since their mobility makes accurate counts almost impossible. However, data compiled in 1974 from the Migrant Student Record Transfer System (MSRTS) show that the average migrant student had just a 40% chance of reaching the 9th grade, an 11% chance of reaching the 12th grade, and less than a 10% chance of actually graduating from high school. Other surveys uphold this staggering rate of attrition, and indicate that most students leave school in the 9th or 10th grade.

Surveys of dropouts also show that certain factors are strongly correlated with students quitting school:

--failure in classes; dislike of school; having very few credits (SUNY survey, 1985);
--little involvement in extracurricular activities; poor grades; extensive migration; dislike of school; a perception of being poorer than other students (Medina, 1982);
--limited fluency in English; a history of transiency; lack of self-assurance, support and clarity about goals (Gilchrist, 1983);
--perceived lack of family support and financial pressures (Nelken & Gallo, 1978);
--being overaged for one's grade group; little interest in school; poor grades; negative parental attitude (New York State Department of Education, 1965).

These dropout studies reveal some of the conditions against which these children must struggle to succeed. What surveys do not reveal are the conditions in the secondary school system which, while adequate for resident students, become detrimental to the success of the mobile student.

What are the special needs of migrant secondary students?

No single definitive list exists of the needs of migrant secondary school students. These needs are as varied as the students themselves. However, need must be determined in order to design programs.

AFFECTIVE NEEDS are perceived by migrant school staff to be at the root of many students' cognitive failures. Repeated experiences of frustration and failure, and lack of acceptance due to mobility have produced low self-concept, feelings of isolation, and reduced motivation. Motivation studies show that peiple who are not generally successful at a task need 90% positive reinforcement to keep trying-and unfortunately most migrant students fall into this category. Providing a supportive, positive atmosphere can be highly productive and have great impact on the acceptance, goal setting, and role model identification.

COGNITIVE NEEDS are specific, practical needs for academic success and include the following:

--Remedial assistance in math, reading, ESL, etc.
--Study skills development
--Time management
--Academic and vocational guidance

ERIC® CLEARINGHOUSE ON RURAL EDUCATION and SMALL SCHOOLS

TECHNICAL NEEDS reflect problems which students encounter with school systems and which affect them individually, but over which they have no control:

- --Inappropriate age/grade placement. (This is the highest predictor of dropout behavior, with a 99% dropout rate for students more than one year overage.)
- --Credit deficiencies due to frequent moves and no means for earning partial credits.
- --Inadequate knowledge of graduation requirements which vary from district to district. Since addressing the needs of migrant students is a multi-level, multi-faceted undertaking, solutions of many kinds are required. Fortunately, many effective ones are already available.

What direct services can secondary schools offer to assist migrant students?

ACADEMIC ASSISTANCE

- --COUNSELING. Effective migrant student counselors pay particular attention to credit completion, graduation requirements, status of competency exams, career and vocational education opportunities, and parental contact.
- --CREDIT ACCRUAL. Programs such as California's Portable Assisted Study Sequence (PASS) enable students to make up or earn extra credits when away from school.
- --TUTORING. Tutoring centers may be used for credit, credit make-up, ESL instruction, and after hours study. Peer tutors, when both tutor and student are migrant students, are especially effective since both benefit from the arrangement.
- --EXTENDED DAY/WEEK/YEAR PROGRAMS. Migrant students have proven to be willing and eager to take advantage of after school, before school, evening, Saturday, and summer programs. Migrant Work-Study and Job Training Partnership Act (JTPA) positions can also provide after hours career education and on-the-job training.
- --SPECIAL SUMMER PROGRAMS. Many summer programs exist to provide extracurricular and leadership experiences, and to motivate students toward higher educations. "Adelante," "Yo Puedo," the 4-H Mini-Corps Leadership program, and the New York State Summer Leadership Conference all provide unique college campus or outdoor experiences for migrant students.

CAREER AWARENESS

- --WORK EXPERIENCE programs have proven to be one of the most powerful prescriptions available to migrant staff to cure the dropo syndrome. They provide the least employable students with an opportunity to learn basic job skills and to benefit from the positive effects of a work experience program. These benefits include ESL practice in a real life environment, an increased sense of belonging, financial assistance, academic credit, and possible future employment.
- --VOCATIONAL EDUCATION can give migrant students valuable opportunities to experience careers other than farmworking.

ALTERNATIVE SUPPORT PROGRAMS

- --COOPERATIVE PROJECTS are successful in several parts of the country:4-H, the Cooperative Extension Service's youth program, assists communities to organize clubs which cover topics ranging from nutrition and crafts to leadership and community service.La Familia is a total educational program serving the entire migrant family in cooperation with public schools, adult education, and community colleges.Girl and Boy Scouts, YMCA and YWCA, public libraries, health organizations, and private businesses have also worked cooperatively with Migrant Education.
- --HIGH SCHOOL EQUIVALENCY PROGRAMS (HEP's) are designed to serve high school dropouts. Participants earn high school equivalency diplomas through individualized, self-paced study programs, as well as receive career and cultural education. Over half of the HEP students are from very low income migrant families with a prevalence of "predictors of educational failure," yet the program has met with a great deal of success and enthusiasm from students students and educators alike. Between 1980-1984, 85% of HEP participants passed their general exams (Riley, 1985).

POST-SECONDARY PROGRAMS

Even "successful" migrant children are high risk students, at both the high school and college levels. For this reason, several follow-up programs have been designed to provide continued support.

- --COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP) is a Title IV program that supports migrant students planning to enter the university by providing tutoring, orientations, and counseling. CAMP success rates are also impressive. From 1980-1984, 92% of CAMP students had completed at least one year of college, 13% had earned two-year degrees, 15% had completed four-year degrees, and 2% had earned graduate degrees (Riley, 1985)-a significant increase since the days when even migrant secondary students were practically non-existent.
- --COLLEGE BOUND is a summer program for high school seniors which helps them make the transition from high school to college. Students study, work, and receive assistance and counseling at a college campus. Over 90% of College Bound students enroll in college the following semester.

--MINI-CORPS is a Migrant education teacher training program which is designed to provide experience and support for teachers-in-training, and simultaneously provide classroom assistance to migrant children by a former migrant student who is an identifiable role model.

What changes can we make in school systems to help meet migrant student needs?

System level changes involve more long term alterations in the way the educational system serves migrant children. By working within the system to encourage and train innovative educators, migrant programs can help schools to facilitate, rather than deter, the success of migrant students.

CHANGE AT THE SCHOOL AND DISTRICT LEVELS

--RESPONSIVE SCHOOL POLICIES have included:
Credit exchange programs to accomodate frequent moves;
Close monitoring of course credits to prevent deficiencies;
Credit completion programs, partial credit options, and supplementary study programs to allow for late fall arrivals and early spring departures;
In-school alternatives to suspension, such as detention study halls, to avoid unnecessary absences.

--STAFF DEVELOPMENT provides teachers with opportunitites to take college courses in relevant areas such as remedial reading, ESL, Spanish language, and cultural differences.

--ROLE MODELS in schools have a powerful effect on the success of migrant students. Migrant program workers can encourage the hiring of migrant and bilingual staff.

--PARENT INVOLVEMENT has been shown to be a strong indicator in students' success. Schools must provide the following to involve migrant parents: notices to parents in their own language; bilingual staff to answer questions; and effective means for communication between parents, students, teachers, administrators.

--ADVOCACY for student needs is probably the most demanding activity for migrant staff at the high school level. Migrant staff advocate for appropriate class schedules, test and credit make-up, and special tutoring hours, as well as make student needs known to administrators.

CHANGES AT THE REGIONAL AND STATE LEVELS

--STAFF DEVELOPMENT. Large districts, regions, counties, and states have the ability to build broad staff development programs. Statewide programs are common, keeping migrant staff well-trained in methods of teaching migrant students. Talent exchange policies are also effective ways to pass along specialized knowledge.

--MODEL PROGRAMS. State and regional resource centers such as the Educational Resources Information Center (ERIC) help to identify and distribute information on model programs and special projects in migrant education. These centers may also contain libraries with a variety of migrant-related material, and staff can provide technical assistance and information on community services.

--ADVOCACY. The efforts of state and regional programs can influence changes in migrant education legislation, legal decisions protecting migrant children's rights, and the interstate adoption of programs such as PASS.

CHANGES AT THE INTERSTATE AND NATIONAL LEVELS

Many organizations and programs have been created to provide technical assistance for migrant education:

--Migrant Student Record Transfer System (MSRTS) transfers information for migrant students moving between schools;

--Migrant Education Recruitment and Education Taskforce (MERIT) provides advance information to programs in receiving states about the movement of migrant families.

--Secondary Credit Exchange (SCE) seeks to improve students' credit accrual through communication between the home-base and receiving schools.

--National Association of State Directors of Migrant Education (NASDME) investigates current research on migrant education that may prove useful nationwide.

--Migrant Educators' National Training OutReach (MENTOR) provides correspondence courses on educating migrant students.

Other organizations can be found in the ERIC Clearinghouse on Rural Education and Small Schools' Directory of Organizations and Programs in Migrant Education.

In addition to these programs, information dissemination is an important service at the national level. Various projects produce national newsletters. The ERIC/CRESS data base provides special bulletins on migrant education, as does the Migrant Education Resource List and Information Network (MERIT).

Summary

The following are some recommendations outlining components of a secondary program that appear to be effective, as well as other areas in which improvement could be made to improve the success of migrant students.

- --Establishment of a comprehensive secondary counseling plan, including academic, career, and individual students.
- --A comprehensive career experience/work-study program.
- --Development of parent education programs.
- --Improved identification and recruitment of interstate students and dropouts.
- --District policies that recognize migrant students' special needs.
- --Increased options for credit accrual.

With these efforts, we hope that migrant students will grow to contribute to the intellectual productivity and wealth of this country, as their parents have contributed to its agricultural productivity and wealth.

References

Bardelas, R. (ED.) A MANUAL ON SECONDARY EDUCATION PROGRAMS FOR MIGRANT STUDENTS. Salem, OR: Migrant Education Service Center, 1980 ED 197 922.

California Department of Education. California Master Plan FOR MIGRANT EDUCATION: A GUIDE FOR MIGRANT EDUCATION AT A GLANCE IN CALIFORNIA. Sacramento, CA: California Dept. of Education, 1976, ED 137 041.

Gilchrist, C. ADDRESSING THE VOCATIONAL/EMPLOYMENT NEEDS OF MIGRANT YOUTH. Rocky Hill, CT: Connecticut Migratory Children's Program, 1983. ED 237 262.

Ludovina, F.S., & Morse, S.C. (EDs.) PROMISING PRACTICES. Oroville, CA: Region II, Migrant Child Education, Office of Butte County Superintendent of Schools, 1982.

Medina, A.; Hinojosa, D.; Martinez, J. M. MIGRANT STUDENT DROPOUTS: A SUMMARY OF THREE YEARS OF STUDY. Corpus Christi, TX: Education Service Center, Region II, 1982.

Morales, J. EDUCATIONAL OPTIONS FOR MIGRANT SECONDARY STUDENTS. Oneonta, NY: Interstate Migrant Secondary Service Program, SUNY Oneonta, 1984.

Nelken, I. & Gallo, K. FACTORS INFLUENCING MIGRANT HIGH SCHOOL STUDENTS TO DROP OUT OR GRADUATE FROM HIGH SCHOOL. Chico, CA: Nelken and Associates, Inc., 1978. ED 164 245.

New York State Department of Education. WORK-STUDY PROGRAMS FOR POTENTIAL DROP OUTS. Albany, NY: Author, 1965.

Riley, Gary L. & Others. OVERVIEW OF STUDENT CHARACTERISTICS AND PROGRAM OUTCOMES. HEP/CAMP National Evaluation Project. Research Report No. 2, 1985 Sacramento, CA: Calif. State Dept. of Education, 1985. ED 265 004.

Vela, J. MIGRANT COUNSELOR'S GUIDE. Edinburg, TX: Education Service Center, Region I, 1981. ED 238 638.

Prepared by:

Linda Rasmussen
Graduate Assistant
Department of English
New Mexico State University
Las Cruces, NM

March 1988

This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement (OERI) U.S. Department of Education, under contract number 400-86-0024. Its contents do not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. government.

For further information contact: ERIC/CRESS, Dept. 3AP, Box 30001, New Mexico State University, Las Cruces, N.M. 88003-0001 (505) 646-2623

ERIC DIGEST

MIGRANT EDUCATION

EDO-RC-88-10

Migrant Students at the Secondary Level: Issues and Opportunities for Change

By

Linda Rasmussen

March 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ERIC® CLEARINGHOUSE ON RURAL EDUCATION and SMALL SCHOOLS

MIGRANT STUDENTS AT THE SECONDARY LEVEL: ISSUES AND OPPORTUNITIES FOR CHANGE

Children of migrant farmworkers are among the segments of the population most difficult to educate. In addition to culture and language differences, migrant students encounter special problems due to frequent moving, lack of continuity in schooling, and obligations to contribute financially at an early age. Their dropout rate is alarming: when educators first began to address the problem of migrant education they found virtually no migrant students enrolled at the secondary level. In recent years, however, the Migrant Education Program has been working with high schools to improve their ability to reach migrant secondary students. Migrant education has helped the public education system to serve more migrant students than ever before; the next step must be to help serve these students more successfully.

How did Migrant Education begin?

In 1966, various advocacy leagues successfully enacted an amendment to Title I to include special provisions for Migrant Education. These provisions include comparable access, parent involvement, interstate coordination, and supplementary services such as tutoring. Even with such a program in place, reaching migrant secondary students has remained a problem.

Why are there so few migrant secondary students?

Measuring exact dropout rates for migrant students is a difficult arrangement since their mobility makes accurate counts almost impossible. However, data compiled in 1974 from the Migrant Student Record Transfer System (MSRTS) show that the average migrant student had just a 40% chance of reaching the 9th grade, an 11% chance of reaching the 12th grade, and less than a 10% chance of actually graduating from high school. Other surveys uphold this staggering rate of attrition, and indicate that most students leave school in the 9th or 10th grade.

Surveys of dropouts also show that certain factors are strongly correlated with students quitting school:

- —failure in classes; dislike of school; having very few credits (SUNY survey, 1985);
- —little involvement in extracurricular activities; poor grades; extensive migration; dislike of school; a perception of being poorer than other students (Medina, 1982);
- —limited fluency in English; a history of transiency; lack of self-assurance, support and clarity about goals (Gilchrist, 1983);

—perceived lack of family support and financial pressures (Nelken & Gallo, 1978);
—being overaged for one's grade group; little interest in school; poor grades; negative parental attitude (New York State Department of Education, 1965).

These dropout studies reveal some of the conditions against which these children must struggle to succeed. What surveys do not reveal are the conditions in the secondary school system which, while adequate for resident students, become detrimental to the success of the mobile student.

What are the special needs of migrant secondary students?

No single definitive list exists of the needs of migrant secondary school students. These needs are as varied as the students themselves. However, need must be determined in order to design programs.

AFFECTIVE NEEDS are perceived by migrant school staff to be at the root of many students' cognitive failures. Repeated experiences of frustration and failure, and lack of acceptance due to mobility have produced low self-concept, feelings of isolation, and reduced motivation. Motivation studies show that peiple who are not generally successful at a task need 90% positive reinforcement to keep trying-and unfortunately most migrant students fall into this category. Providing a supportive, positive atmosphere can be highly productive and have great impact on the acceptance, goal setting, and role model identification.

COGNITIVE NEEDS are specific, practical needs for academic success and include the following:

—Remedial assistance in math, reading, ESL, etc.
—Study skills development
—Time management
—Academic and vocational guidance

TECHNICAL NEEDS reflect problems which students encounter with school systems and which affect them individually, but over which they have no control:

—Inappropriate age/grade placement. (This is the highest predictor of dropout behavior, with a 99% dropout rate for students more than one year overage.)
—Credit deficiencies due to frequent moves and no means for earning partial credits.
—Inadequate knowledge of graduation requirements which vary from district to district. Since addressing the needs of migrant students is a multi-level, multi-faceted undertaking, solutions of many kinds are required. Fortunately, many effective ones are already available.

What direct services can secondary schools offer to assist migrant students?

ACADEMIC ASSISTANCE

—COUNSELING. Effective migrant student counselors pay particular attention to credit completion, graduation requirements, status of competency exams, career and vocational education opportunities, and parental contact.

—CREDIT ACCRUAL. Programs such as California's Portable Assisted Study

Sequence (PASS) enable students to make up or earn extra credits when away from school.
—TUTORING. Tutoring centers may be used for credit, credit make-up, ESL instruction, and after hours study. Peer tutors, when both tutor and student are migrant students, are especially effective since both benefit from the arrangement.
—EXTENDED DAY/WEEK/YEAR PROGRAMS. Migrant students have proven to be willing and eager to take advantage of after school, before school, evening, Saturday, and summer programs. Migrant Work-Study and Job Training Partnership Act (JTPA) positions can also provide after hours career education and on-the-job training.
—SPECIAL SUMMER PROGRAMS. Many summer programs exist to provide extracurricular and leadership experiences, and to motivate students toward higher educations. "Adelante," "Yo Puedo," the 4-H Mini-Corps Leadership program, and the New York State Summer Leadership Conference all provide unique college campus or outdoor experiences for migrant students.

CAREER AWARENESS
—WORK EXPERIENCE programs have proven to be one of the most powerful prescriptions available to migrant staff to cure the dropout syndrome. They provide the least employable students with an opportunity to learn basic job skills and to benefit from the positive effects of a work experience program. These benefits include ESL practice in a real life environment, an increased sense of belonging, financial assistance, academic credit, and possible future employment.
—VOCATIONAL EDUCATION can give migrant students valuable opportunities to experience careers other than farmworking.

ALTERNATIVE SUPPORT PROGRAMS
—COOPERATIVE PROJECTS are successful in several parts of the country:4-H, the Cooperative Extension Service's youth program, assists communities to organize clubs which cover topics ranging from nutrition and crafts to leadership and community service.La Familia is a total educational program serving the entire migrant family in cooperation with public schools, adult education, and community colleges.Girl and Boy Scouts, YMCA and YWCA, public libraries, health organizations, and private businesses have also worked cooperatively with Migrant Education.
—HIGH SCHOOL EQUIVALENCY PROGRAMS (HEP's) are designed to serve high school dropouts. Participants earn high school equivalency diplomas through individualized, self-paced study programs, as well as receive career and cultural education. Over half of the HEP students are from very low income migrant families with a prevalence of "predictors of educational failure," yet the program has met with a great deal of success and enthusiasm from students students and educators alike. Between 1980-1984, 85% of HEP participants passed their general exams (Riley, 1985).

POST-SECONDARY PROGRAMS
Even "successful" migrant children are high risk students, at both the high school and college levels. For this reason, several follow-up programs have been designed to provide continued support.
—COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP) is a Title IV program that supports migrant students planning to enter the university by providing

tutoring, orientations, and counseling. CAMP success rates are also impressive. From 1980-1984, 92% of CAMP students had completed at least one year of college, 13% had earned two-year degrees, 15% had completed four-year degrees, and 2% had earned graduate degrees (Riley, 1985)-a significant increase since the days when even migrant secondary students were practically non-existent.

—COLLEGE BOUND is a summer program for high school seniors which helps them make the transition from high school to college. Students study, work, and receive assistance and counseling at a college campus. Over 90% of College Bound students enroll in college the following semester.

—MINI-CORPS is a Migrant education teacher training program which is designed to provide experience and support for teachers-in-training, and simultaneously provide classroom assistance to migrant children by a former migrant student who is an identifiable role model.

What changes can we make in school systems to help meet migrant student needs?

System level changes involve more long term alterations in the way the educational system serves migrant children. By working within the system to encourage and train innovative educators, migrant programs can help schools to facilitate, rather than deter, the success of migrant students.

CHANGE AT THE SCHOOL AND DISTRICT LEVELS

—RESPONSIVE SCHOOL POLICIES have included:

- Credit exchange programs to accomodate frequent moves;
- Close monitoring of course credits to prevent deficiencies;
- Credit completion programs, partial credit options, and supplementary study programs to allow for late fall arrivals and early spring departures;
- In-school alternatives to suspension, such as detention study halls, to avoid unnecessary absences.

—STAFF DEVELOPMENT provides teachers with opportunitites to take college courses in relevant areas such as remedial reading, ESL, Spanish language, and cultural differences.

—ROLE MODELS in schools have a powerful effect on the success of migrant students. Migrant program workers can encourage the hiring of migrant and bilingual staff.

—PARENT INVOLVEMENT has been shown to be a strong indicator in students' success. Schools must provide the following to involve migrant parents: notices to parents in their own language; bilingual staff to answer questions; and effective means for communication between parents, students, teachers, administrators.

—ADVOCACY for student needs is probably the most demanding activity for migrant staff at the high school level. Migrant staff advocate for appropriate class schedules, test and credit make-up, and special tutoring hours, as well as make student needs known to administrators.

CHANGES AT THE REGIONAL AND STATE LEVELS

—STAFF DEVELOPMENT. Large districts, regions, counties, and states have the ability to build broad staff development programs. Statewide programs are common, keeping migrant staff well-trained in methods of teaching migrant students. Talent exchange policies are also effective ways to

pass along specialized knowledge.
—MODEL PROGRAMS. State and regional resource centers such as the Educational Resources Information Center (ERIC) help to identify and distribute information on model programs and special projects in migrant education. These centers may also contain libraries with a variety of migrant-related material, and staff can provide technical assistance and information on community services.
—ADVOCACY. The efforts of state and regional programs can influence changes in migrant education legislation, legal decisions protecting migrant children's rights, and the interstate adoption of programs such as PASS.

CHANGES AT THE INTERSTATE AND NATIONAL LEVELS

Many organizations and programs have been created to provide technical assistance for migrant education:
—Migrant Student Record Transfer System (MSRTS) transfers information for migrant students moving between schools;
—Migrant Education Recruitment and Education Taskforce (MERIT) provides advance information to programs in receiving states about the movement of migrant families.
—Secondary Credit Exchange (SCE) seeks to improve students' credit accrual through communication between the home-base and receiving schools.
—National Association of State Directors of Migrant Education (NASDME) investigates current research on migrant education that may prove useful nationwide.
—Migrant Educators' National Training OutReach (MENTOR) provides correspondence courses on educating migrant students.
Other organizations can be found in the ERIC Clearinghouse on Rural Education and Small Schools' Directory of Organizations and Programs in Migrant Education.

In addition to these programs, information dissemination is an important service at the national level. Various projects produce national newsletters. The ERIC/CRESS data base provides special bulletins on migrant education, as does the Migrant Education Resource List and Information Network (MERIT).

Summary

The following are some recommendations outlining components of a secondary program that appear to be effective, as well as other areas in which improvement could be made to improve the success of migrant students.
—Establishment of a comprehensive secondary counseling plan, including academic, career, and individual students.
—A comprehensive career experience/work-study program.
—Development of parent education programs.
—Improved identification and recruitment of interstate students and dropouts.
—District policies that recognize migrant students' special needs.
—Increased options for credit accrual.

With these efforts, we hope that migrant students will grow to contribute to the intellectual productivity and wealth of this country, as their parents have contributed to its agricultural productivity and wealth.

References

Bardelas, R. (ED.) A MANUAL ON SECONDARY EDUCATION PROGRAMS FOR MIGRANT STUDENTS. Salem, OR: Migrant Education Service Center, 1980 ED 197 922.

California Department of Education. California Master Plan FOR MIGRANT EDUCATION: A GUIDE FOR MIGRANT EDUCATION AT A GLANCE IN CALIFORNIA. Sacramento, CA: California Dept. of Education, 1976, ED 137 041.

Gilchrist, C. ADDRESSING THE VOCATIONAL/EMPLOYMENT NEEDS OF MIGRANT YOUTH. Rocky Hill, CT: Connecticut Migratory Children's Program, 1983. ED 237 262.

Ludovina, F.S., & Morse, S.C. (EDs.) PROMISING PRACTICES. Oroville, CA: Region II, Migrant Child Education, Office of Butte County Superintendent of Schools, 1982.

Medina, A.; Hinojosa, D.; Martinez, J. M. MIGRANT STUDENT DROPOUTS: A SUMMARY OF THREE YEARS OF STUDY. Corpus Christi, TX: Education Service Center, Region II, 1982.

Morales, J. EDUCATIONAL OPTIONS FOR MIGRANT SECONDARY STUDENTS. Oneonta, NY: Interstate Migrant Secondary Service Program, SUNY Oneonta, 1984.

Nelken, I. & Gallo, K. FACTORS INFLUENCING MIGRANT HIGH SCHOOL STUDENTS TO DROP OUT OR GRADUATE FROM HIGH SCHOOL. Chico, CA: Nelken and Associates, Inc., 1978. ED 164 245.

New York State Department of Education. WORK-STUDY PROGRAMS FOR POTENTIAL DROP OUTS. Albany, NY: Author, 1965.

Riley, Gary 1. & Others. OVERVIEW OF STUDENT CHARACTERISTICS AND PROGRAM OUTCOMES. HEP/CAMP National Evaluation Project. Research Report No. 2, 1985 Sacramento, CA: Calif. State Dept. of Education, 1985. ED 265 004.

Vela, J. MIGRANT COUNSELOR'S GUIDE. Edinburg, TX: Education Service Center, Region I, 1981. ED 238 638.

Prepared by:

Linda Rasmussen
Graduate Assistant
Department of English
New Mexico State University
Las Cruces, NM